

THE School Counselor

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The School Counselor

JOURNAL OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

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AMERICAN SCHOOL COUNSELOR ASSOCIATION

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The President's Message

Constitutional Amendments

All of the constitutional amendments submitted to the ASCA membership have been approved. The results of the balloting were as follows:

	Approved	Rejected	No Response
Article IV (Student Membership)	1157	30	2
Article V (Governing Board)	1172	12	5
Article V of by laws (Eligibility for office)	1155	23	11
Article VII (Branch Chapters)	1123	47	19
Article IX (<i>The School Counselor</i>)	1171	14	4

The excellent response of the ASCA membership on this vote points up the interest which you take in your organization.

The School Counselor

Thanks is due to those ASCA members who responded to the request for constructive criticism of our official publication. Considerable time was spent on this topic at the Board of Governors meeting in October. As a result, you received for your approval four amendments to the by-laws. This provided some policy statements which had never been properly defined. In addition, it was decided that the number of pages will be increased as quickly as is financially feasible. The journal is to be evaluated by a specialist who will appraise it from a journalistic standpoint and make suggestions for its improvement. The last two issues of this volume will be on an antique white stock paper.

It should be pointed out that the editor has been under many handicaps because of the limitations of size. As membership increases and as the income to finance the publication increases, it will be possible to do many things which were not possible before. As the number of pages increase, it will be possible to publish articles more quickly and thus encourage authors to send us those articles which are best suited to *THE SCHOOL COUNSELOR*. As changes take place, let us have your reactions to them.

ASCA State Branches

Since the membership has approved the creation of state ASCA Branches, machinery will be set in motion to be ready to handle such requests and it is hoped that this will be ready by the time of the Denver convention. This topic will be discussed at the APGA Branch Presidents' Workshop at the Denver convention. Any groups wishing information should have representation at this meeting or at the ASCA business meetings where it will be discussed and questions answered.

Area Guidance Publications

A few groups around the country have put your President on their mailing lists to receive their particular publications. These are particularly helpful, making it possible for one to learn more about what is happening across the country in the area groups. Knowing how helpful these can be, my suggestion is that all guidance groups automatically include the President, the President-Elect and the Editor of THE SCHOOL COUNSELOR on their mailing lists.

Archivist

Miss Helen Sharp, former Secretary-Treasurer of ASCA, has been appointed Archivist. She is working to pull together the past records of ASCA for storage in a designated place in the APGA Headquarters in Washington. Through her efforts, it will be possible to maintain continuity of historical significance for ASCA.

What's New?

Authorization has been given for the printing of 20,000 more copies of *How About College Financing?* . . . Cal Bowman, a member of the Board of Governors, spoke to the College Board Colloquium in October . . . ASCA membership shows an increase of 1,336 over November 30, 1959.

* * *

SEE YOU IN DENVER MARCH 27-30, 1961

Carl O. Peets, *President*

Editorial

Counseling, Individual Fulfillment, and The Human Community

We have come a long way since the first utterances of Frank Parsons in 1909 about vocational guidance. We have now generally accepted, at least in this country, a concept of counseling which embraces much more than vocational advisement and placement. We are thinking now in terms of helping individuals make the most effective use of their potentials and work out more satisfactory solutions to many kinds of problems. There are still conflicting theories, and we are fortunately still experimenting with new techniques and procedures; but, on the whole, we have grown to approach the counseling profession from a point of view which recognizes a concern and respect for the individual person and reflects a basic belief in the democratic process.

(Continued on page 94)

Positive Interpersonal Relationships Between Teachers and Students as a Factor in Preventing Delinquency*

E. PRESTON SHARP

Executive Director, Youth Study Center, Philadelphia, Pennsylvania

What are some of the gross characteristics of delinquent children? In order to have a common understanding, it is important that we list a few. In the first place, the greatest void in delinquent children is the lack of a feeling of security. This means they do not have the feelings of being loved, wanted, or belonging and they do not have sound religious beliefs. They have not learned discipline based on respect and their attitude toward misbehavior is the hope they can get away with it. Their standards are distorted—children learn behavior from adults and the average delinquent child has not had a great deal of contact with constructive adults.

These children act before they think. Often their behavior is comparable to that evidenced in mental cases in that they must be protected against themselves. When tempted, the non-delinquent child pauses and thinks: "What would my father (mother, teacher, minister, rabbi, priest, or God) think if I commit this act?" The delinquent child acts first and thinks second.

The delinquent children have a great deal of difficulty in communicating, especially with adults. Frequently children in institutions for delinquent children tell their counselors they wish they could talk to their parents. When the parents visit these children, it is not unusual to observe them talking excessively for about five minutes and then they sit quietly for the balance of the visit. Another void in the behavior patterns of many delinquents is their inability to put themselves in the position of others. In other words, they lack empathy and, consequently, do not appreciate the feelings of others.

Impact of 1960 Culture on Youth

The general tone of the 1960 American culture is one of insecurity. We are not sure whether we will be in a cold or hot war and the tempo of living

* A paper read as part of the American School Counselor Association Program at the American Personnel and Guidance Association Convention, Philadelphia, Pennsylvania, April, 1960.

has been accelerated. The temptations of youth have been increased by open counter merchandising in the self-service stores; the danger of injury has been increased by the excessive speed of vehicles; and the opportunities to earn honest dollars by part-time work have been reduced through automation. The youth in the 1960 culture has been caught in a gigantic vice. Consequently, it takes stronger homes, schools, churches, and community services for children to survive in 1960 than at any previous time in our history.

The youth group who attended the 1960 White House Conference on Children and Youth demonstrated that these pressures are understood. When the 700 youths passed a group of resolutions, they gave first priority to the problem of integration, second to that of strengthening the family, and third to expanding the educational programs in our country.

Also, there is an increase in mass thinking. This appears in both the country club and tap room societies and is evidenced by the reaction that it is all right if the group approves. Frequently heard behavior is found in the adolescent but when the youth observes the same behavior in adults it tends to overemphasize the importance of group approval. This is dangerous because a democracy is built upon the dignity of the individual and the individual must think independently and accept responsibility for his acts. The negative impact of mass thinking is reflected in the number of illegitimate births and the problem of cheating faced by institutions of higher learning.

Need to Evaluate School Environment

Climate is of vital importance in interpersonal relationships. Mental institutions have made a great deal of progress in evaluating the impact of climate on the patients. Correctional institutions are seeking methods to improve climate. However, there does not seem to be much emphasis on climate in the educational field.

In considering climate, the first item to be evaluated concerns the physical plant. The new school buildings are very attractive and, from a physical point of view, appear to present ideal learning situations. Physical conditions include age of the building, whether it is located in urban or rural setting, and the type of neighborhood which surrounds the school. All of these factors should be weighed when influencing positive climate.

The second and most important influence in climate is the personnel of the organization. The positive reflection of the personnel can overcome many negative physical features. Personnel reflection is not only between teacher and student but, also, between teacher and teacher.

The current feeling of adult versus youth has a negative influence and, unfortunately, the words that often designate the chasm between adult and youth are "juvenile delinquency." It is essential to avoid the versus factor

and to do everything to create positive relationships between the teachers and the student. The goal should be to do things with youth—not for or against youth.

HOW CAN WE CREATE POSITIVE INTERPERSONAL RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS?

In discussing this problem, we will consider it in two parts: First, the relationship between teacher and pupil; and secondly, the relationship between the teacher and groups of pupils.

Relationship Between Teacher and Pupil

One of the errors in the thinking of teachers is overestimating the sophistication of the 1960 youth. Although the 1960 youth has many attributes which are not comparable to similar age groups of the past, it must be remembered that the basic needs of today's children have not changed. When there is a positive interpersonal relationship between an adult, which might be parent or teacher, and a youth, it is not unusual to find the adolescent at one time manifesting the behavior of a grownup and, in a few minutes, that of a child. This occurs in all youth, regardless of social status. It is essential for the adult to adjust and deal with the youth when he is acting as an adult and not to make fun of him when he acts like a child.

The evaluation of adults by youth is more accurate than the evaluation of one adult by another. The youth knows when the teacher is sincere and honest, and he can sense quickly artificiality or negative attitudes. He respects firmness and fairness, and he has no respect for the teacher who attempts to buy his favors. The teacher should not have the motive of wanting to be liked. The objective is to be respected.

The creation of positive relationships starts with the teacher. It is important for all teachers to take inventories of their attitudes toward children. If they are sincerely interested in children and receive pleasure from teaching, they will be successes. If they do not have this motivation, they should seek some other type work. An effective technique of self-analysis is for the teacher to take periodically the "mirror test" the first thing in the morning. If the image reflected in the mirror is one of a pleasant, wholesome, interested, and adult person, the personality will have a positive impact on youth.

In dealing with the boy or girl, the teacher should be factual and impersonal but maintain the warmth of human relationship. He should keep in mind the need to find out the "why" of an act. It is essential and helpful to recognize positive deeds, and accomplishments and to give appropriate commendations.

Frequently a child will ask a "knocking" question. The question itself

has little value, such as: "When do we have a vacation?" When the teacher dismisses the child with a short answer and does not observe the hesitation of the child after the question is asked, many times he has overlooked the opportunity to get to the root of the problem or difficulty confronting the child. Whereas, if the teacher should inquire about other problems the child wishes to discuss, oftentimes questions will be raised which will disclose sincere worries.

There is some danger in the so-called "pal" relationship between teachers and students. Youth expect a higher form of behavior from teachers than they do from most other adults in the community. Respect is essential and the behavior of the teacher is an important factor in earning respect. Although we stress that adults should do things *with* youth and not *for* them, this does not necessarily mean engaging in social activities which might reflect on the dignity of the position of the teachers.

Relationships with Groups of Pupils

Probably one of the greatest voids in disciplines dealing with human behavior is how to influence groups, especially groups of children. It is agreed the power of peer pressures merits further exploration and serious consideration. Peer pressures in schools can influence grades as well as behavior. One of the techniques which we use at the Youth Study Center is that of group counseling. In this procedure, the adult authoritative figure has a horizontal rather than a vertical relationship with the youth. In these sessions, the children have the opportunity to discuss general issues, and, although there is no attempt to summarize, it provides a structure for group communication which aids in formulating individual standards.

In the group counseling process, the adult gets a better understanding of the children and, in turn, the children learn they can talk *out to*, rather than *up to*, the adult. Children who need referrals for special services, such as to the guidance counselor or for psychiatric help, are discovered easily in a group session. It must be clearly understood, however, that group counseling is not group therapy.

The children receive many benefits from group counseling. When the role playing technique is used, they get some feeling of the thinking of others and some appreciation of the responsibilities of others. For example, when a youth is asked to play the role of an adult who is in a position of authority, it is interesting to observe his reaction as he participates. This stimulates his thinking and he learns to appreciate the difficulty of maintaining constructive authority.

In influencing groups, it is essential for the teacher to encourage students to help each other. The American youth must learn to give rather than always being interested in receiving.

Need for Staff Development Courses for Teachers in the Individual Schools

For many years there has been the pattern of periodic teachers' meetings dealing with administrative and procedural problems within schools. In addition, it is the practice to encourage teachers to take courses at colleges and universities to improve their qualifications. Both of these programs are essential. However, they add little to the very vital problem of influencing a constructive climate within the school.

A program of staff development for each school is suggested. These courses would be held regularly throughout the school year and sponsored by an institution of higher learning to enable the teachers to receive credits toward advanced degrees. In the courses would be spelled out in simple language the philosophy of the specific school. Next would be a thorough study of the students served and then the creation of a detailed program using all possible methods to improve teacher-student relationships. The discussion of teacher-student relationships would be directed not only toward the individual child but, as well, toward influencing groups of children.

Undoubtedly, there is the question: "How could this be done in a large school?" The simple answer is it could be done by departments. In an overall training course, it would be important not to overlook such employees as the secretaries and custodians. Every employee on the school staff is a part of the climate of the school.

Currently, such a program is being conducted at the Youth Study Center. Every member of the organization, from the professional staff to the cleaners, is participating in a twelve weeks' staff development course, discussing methods of improving climate and more efficient operation of the service.

Importance of the Position of Counselor in a School

It is encouraging to note the increase in the number of school counselors in the school systems in our country. However, the number is far short of the need. The importance of this service was stressed at the 1960 White House Conference. The counselor service should be expanded to include not only junior and senior high schools but, also, the elementary schools. The citizens of Philadelphia have been very pleased with the progress in the counseling area which has been made in the city school system and are looking forward to its future expansion.

The counselor has an important role. He must have courage and he must exert leadership in emphasizing to both administrators and teachers the importance of teaching children as well as that of teaching subjects. It is not necessary for me to remind you that successes, advancements, and promotions are often effected more because of the worker's ability to get along with his fellow workers than by his outstanding skill or knowledge.

With all the bombardment on the educational systems resulting from the success of sputniks, we must be cautious that we do not create in our country intellectual "snobbery." We would create a dangerous situation if we had first and second class students.

In order to support a democracy, all positions must be considered important and dignity must be attached to all types of work. We are dependent on each other and we should not reduce the importance of any necessary task.

Also, it is essential that we do everything to stimulate individual thinking and to keep to a minimum the impact of mass thinking which will deteriorate the basic strength and dignity of the individual American citizen.

The all-American team contains adults and youth or, better said, older and younger citizens working together. It is vital to eliminate feelings of antagonism and suspicion and to strengthen the team by mutual respect and planning.

Perceptions of the Counselor*

WILLIAM EVRAIFF

Associate Professor of Education, Wayne State University, Detroit, Michigan

The findings of the survey study made by the Wayne State University graduate seminar class in Guidance and Counseling during the 1959 Spring semester which are presented in this article, lend support to the ideas presented in *Our President Writes* which appeared in the May, 1959 issue of *The School Counselor*.¹

In this article, President Dillenback² pointed out the "significant progress in gaining acceptance and understanding of counseling as an area of professional specialization" and the work yet to be done. "The public image of the counselor is as yet a somewhat blurred image."

The seminar class members made a survey of the perceptions of the role of the school counselor held by the administrators, teachers, students, and parents in the areas where they were employed in order to compare these findings with what they had learned the role ought to be in their graduate courses at the university.

* This study was conceived and carried out by twelve graduate students who were completing the work for their Master's Degrees in Guidance and Counseling at Wayne State University. It was supervised by Dr. William Evraiff, Associate Professor of Education, Guidance and Counseling. (Credit should go to Juanita Charlson, Mary Smith, Faith Bernstein, Arthur Bialas, Jack Buller, Grace Curd, Walter Grigoras, Frank Morris, Irene Pawlowski, Sam Reder, Lois Smith, and Fred Voda.)

¹ *The School Counselor*, Vol. 6, No. 4 May 1959 (*The American School Counselor Association*) pp. 25, 26 & 41.

² Douglas D. Dillenbeck, Guidance Director, North Shore High School, Glen Head, Long Island, New York.

A one page questionnaire was prepared for each of the four groups. All participants were requested to number in rank order six functions out of the 13 listed by the seminar class they felt to be the most important ones for the counselor. The functions listed were: 1. Programming 2. Checking attendance 3. Handling discipline 4. Administering different tests 5. Orientation 6. Counseling with students on personal problems 7. Counseling with students in regard to school problems 8. Counseling with students on their future careers 9. Consulting with teachers 10. Conference with parents 11. Identifying and helping gifted children 12. Providing occupational information to teachers and students 13. Maintaining referral relationships with other people and agencies.

All were asked if they felt there was a need for a counselor at the elementary school level and to give their reasons.

Students and parents were asked if they ever had contact with the school counselor. If so, was the contact successful and why?

Students were asked with what adults they felt free to discuss their school problems.

Teachers and administrators were asked what training and personal qualifications counselors should have and whether or not the counselor should be a part-time teacher.

Teachers were requested to list the ways the school counselor could be of help to them.

The questionnaires were distributed to 32 administrators, 100 teachers, 50 junior and 50 senior high school students and their parents in the areas where the various members of the seminar group were employed, one large Detroit high school and five suburban public school systems. Ten schools were chosen.

Ten students, ten parents, ten teachers and three or four administrators in each of the ten schools were given questionnaires to fill out. Teachers were selected at random. Student questionnaires were given to the students in the middle row of an English class. If ability grouping was followed in the school, it was requested that an average group be used. These students were asked to have their parents fill out the questionnaire.

Participants were asked not to identify themselves in any way other than by filling out the form provided for their category.

The Percentage of Returns

The seminar class was impressed by the high percentage of returns. Thirty or 93 % of the administrators, 72 or 72 % of the teachers, 40 or 80 % of the senior high and 43 or 86 % of the junior high students, and 68 or 68 % of the parents returned the questionnaires.

FINDINGS AND CONCLUSIONS

The seminar members came to the conclusion that they were much too ambitious in the general scope of the survey. The high percentage of returns and the overwhelming amount of material obtained from the answers to the questionnaires made it difficult to study in a one semester course. The "yes" and "no" answers and the figures were easy to tabulate, but the expressions of thoughts and feelings were difficult to categorize. The seminar students also recognized that the phrasings of some questions were subject to different interpretations.

In spite of the difficulties, the seminar group felt the survey was worthwhile and that there were many findings regarding others' perception of the role of the school counselor which were significant. However, due to space limitations in the journal it was decided to include in this article just the results of the first question.*

The three tables present summaries of the counselor's functions as ranked by each group. Table 1 includes only those functions which were ranked first. Table 2 includes the functions which each person ranked first, second, or third. Table 3 lists all the functions from ranks one through six.

TABLE 1

Functions Ranked First Only					
Rank	Administrators	Teachers	Sr. Hi Students	Jr. Hi Students	Parents
First.....	School Prob. 54%	School Prob. 47%	School Prob. 35%	School Prob. 30%	Programming 34%
Second.....	Personal Prob. 13%	Personal Prob. 21%	Programming 18%	Programming 21%	School Prob. 30%
Third.....	Future Careers 10%	Future Careers 14%	Personal Prob. Future Careers 13%	Personal Prob. 16%	Future Careers 12%
Fourth.....	Programming Orientation 7%	Orientation 8%	Conf. Parents Discipline 8%	Discipline 9%	Personal Prob. Orientation 7%
Fifth.....		Programming 4%	Orientation 5%	Attendance Orientation 7%	
Sixth.....	Cons. Teachers Conf. Parents Gifted 3%	Discipline 3%	Attendance 3%	Cons. Teachers Occup. Info. 5%	Discipline 5%

* Any counselor desiring to secure a copy of the complete study should write Dr. William Evraiff, Associate Professor of Education, Guidance and Counseling, Wayne State University, Detroit 2, Michigan.

TABLE 2

Functions Ranked First, Second, or Third

Rank	Administrators	Teachers	Sr. Hi Students	Jr. Hi Students	Parents
First.....	School Prob. 90%	School Prob. 86%	School Prob. 70%	School Prob. 56%	School Prob. 76%
Second.....	Personal Prob. 66%	Personal Prob. 65%	Future Careers 58%	Personal Prob. 53%	Programming 52%
Third.....	Future Careers 43%	Future Careers 44%	Personal Prob. 43%	Programming 44%	Future Careers 47%
Fourth.....	Orientation Programming 24%	Cons. Teachers 26%	Programming 38%	Orientation 40%	Personal Prob. 30%
Fifth.....		Conf. Parents 16%	Discipline Conf. Parents 18%	Discipline Future Careers 23%	Conf. Parents 23%
Sixth.....	Cons. Teachers 20%	Orientation 15%	Orientation 15%	Cons. Teachers 21%	Cons. Teachers 20%

TABLE 3

All Rankings

Rank	Administrators	Teachers	Sr. Hi Students	Jr. Hi Students	Parents
First.....	School Prob. 96%	School Prob. 96%	School Prob. 88%	School Prob. 84%	School Prob. 94%
Second.....	Conf. Parents 83%	Personal Prob. 86%	Future Careers 85%	Orientation 77%	Future Careers 73%
Third.....	Personal Prob. 80%	Conf. Parents 74%	Personal Prob. 75%	Personal Prob. 74%	Conf. Parents Programming 72%
Fourth.....	Future Careers Cons. Teachers 68%	Cons. Teachers 71%	Programming 73%	Programming Cons. Teachers 65%	
Fifth.....		Future Careers 68%	Conf. Parents 55%	Future Careers 58%	Cons. Teacher 56%
Sixth.....	Programming 56%	Referral Agencies 35%	Discipline Orientation 48%	Conf. Parents 49%	Personal Prob. 53%

Meaning of abbreviations; School Problems; Personal Problems; Programming; Orientation; Handling Discipline; Consulting with Teachers; Conferences with Parents; Maintaining referral relationships with other people and agencies; Future Careers; Providing occupational information to teachers and students; Identifying and helping gifted children.

The participants regarded the most important functions of the school counselor to be counseling with students concerning school problems, personal problems, planning their future careers, programming, orientation, and conferences with parents.

The seminar class was somewhat startled by the poor showing made by testing, identification of and assisting the gifted children, providing occupational information, and maintaining contacts with referral agencies.

Testing received no rankings in any of the combinations. Only one person, an administrator, considered identifying and assisting the gifted children as one of the six important functions in spite of all the emphasis placed on the topic by the various media of communication and the passing of the National Defense Education Act of 1958.

Only junior high students ranked providing occupational information as important. Yet planning future careers and programming placed high in the ranking order on all three charts.

Implications For Counselors

A school counselor can not do a good job of counseling in the areas the participants felt important unless there is a good testing program which will supply him with the information of the ability, the strengths and the weaknesses, the interests and the aptitudes of the individual student. The student would have difficulty planning a future career without the necessary occupational information and the counselor would have difficulty assisting the student realistically unless both were aware of the student's potentials. Can it be that the people outside the counseling profession are not aware of the information and training a counselor must have to function efficiently in these areas?

There is a need on the part of counselors to further educate those people with whom they work as to what is involved in their jobs as counselors. At the same time, it behooves school counselors to educate themselves as to ways in which they can be more helpful in their working relationship with students, parents, teachers, and administrators.

Report of the Committee on Counselor Preparation and Standards

At the 1959 ASCA Convention the Board of Governors established the Committee on Professional Training, Licensing, and Certification. In assessing current activity and available materials in the first year of Committee functioning, it was apparent that to be most effective the Committee should coordinate its efforts with other interested organizations and agencies. Harry Smallenberg of Los Angeles Schools represented ASCA on APGA's Committee of the same name. Among other organizations or agencies interested or involved in activity were the National Association of Guidance Supervisors and Counselor Trainers, National Vocational Guidance Association, the Division of Counseling Psychology of the American Psychological Association, Regional Education Boards, the U. S. Office of Education, and state and local school divisions.

Information and guidance were sought from Arthur A. Hitchcock, Executive Director of APGA, and a visit was made to the U. S. Office of Education for a conference with Paul MacMinn, Chairman of APGA's Committee, and Carroll Miller, Specialist in Preparation of Personnel Workers. The APGA Committee chairmanship was assumed in early 1960 by Willis E. Dugan of the University of Minnesota. On February 1, 1960, it was announced that the Fund for the Advancement of Education had made a grant of \$50,000 to APGA to study the function of guidance in American education. The study, scheduled to be completed within a year and to be called the Commission on Guidance in American Schools, had the goal of studying the future of guidance services and developing guidelines for operation of programs of counseling, counselor training, and certification in the next 20 years. C. Gilbert Wrenn from the University of Minnesota was appointed Project Director, and plans called for a 14-member advisory commission. The overall plan of APGA was for the report of this project to be followed up by action on the part of APGA's Committee. The U. S. Office of Education also had in preparation a nationwide questionnaire study of the training and duties of counselors.

In view of the foregoing developments ASCA's Committee reported at the 1960 Convention a "wait and see" position, involving keeping in touch with and expressing interest to the Project Director of the APGA Commission, inquiring whether or not ASCA might be represented on the advisory commission, communicating with the President of NAGSCT to express ASCA's interest, and not starting a special project until developments were clearer. Following the 1960 Convention ASCA's Chairman conducted a questionnaire study among members of the Board of Governors and Committee Chairmen of ASCA to give direction to work prior to the 1961 Convention. There was strong support for the Committee to proceed to develop a statement of the position of ASCA on training, licensing, and certification of both elementary and secondary school counselors. Contacts were made by President Carl Peets with Arthur Hitchcock and the President of NAGSCT. It was learned that the members of the advisory commission for the project under C. Gilbert Wrenn had been named prior to the allocation of funds. In September 1960 ASCA's Chairman contacted Arthur Hitchcock and learned that the project of the Commission is due for completion by February 1961, and announcement is planned at the 1961 Convention. Frank Sievers, Chief of Guidance, Counseling, and Testing, and Carroll Miller of the U. S. Office of Education informed the Chairman that NAGSCT had embarked on a study of standards in the preparation of secondary school counselors. Further impetus to this study was given by a meeting of counselor educators called by the U. S. Office in Chicago on August 29-31, 1960.

A progress report was made at a meeting of the Board of Governors in

Denver, Colorado, in October, 1960. The Board commended the leadership of other organizations for interest and active involvement in studying training and standards for counselors but expressed concern that ASCA's membership apparently is not being represented sufficiently in projects which will ultimately affect all school counselors. The Board indicated that it is incumbent on ASCA to move ahead in the development of a statement of the Association's position. The ASCA Committee, therefore, was directed to proceed with the goal of developing a statement on the role, training, and certification of the school counselor in elementary and secondary schools. The name of ASCA's Committee was changed to Counselor Preparation and Standards, to agree with the changed name of the APGA Committee. Continued contact will be maintained to express interest and offer assistance to the Project Chairman of the Commission on Guidance in American Schools and the Chairman of NAGSCT's Committee.

The following are developments since the October meeting:

APGA Committee. Communication was received from Chairman Willis E. Dugan in December, 1960, listing the following members of APGA's Committee on Counselor Preparation and Standards: ACPA—Dugald S. Arbuckle, Boston University; NAGSCT—Victor B. Johnson, Florida State Department of Education; NVGA—Herman Peters, Ohio State University; SPATE—William Edson, University of Minnesota; ASCA—George O. McClary, Richmond Public Schools, Virginia; DRC—John G. McGowan, University of Missouri. The APGA Committee proposes no project but hopes to stimulate a wide range of projects on standards and to improve communication among divisions.

NAGSCT Committee. The NAGSCT Committee on Counselor Education and Standards, under the co-chairmanship of Willis E. Dugan, University of Minnesota, and Robert O. Stripling, University of Florida, expects to submit a final report on the content of counselor education programs and training facilities at the 1964 APGA Convention. *ASCA members and other interested persons are invited by the NAGSCT Chairmen to contact any of the following representatives for participation in regional study groups on committee work now underway:* PACIFIC—Earl Carnes, University of Southern California; ROCKY MOUNTAIN—Lyle Miller, University of Wyoming; NORTH CENTRAL—Emery Kennedy, Kansas State College; NORTH ATLANTIC—Henry Isaksen, Boston University; SOUTHERN—Harold Cottingham, Florida State University.

Commission on Guidance in American Schools. C. Gilbert Wrenn, Project Director, contacted President Carl Peets indicating that the following effort was made to utilize the thinking of counselors on the job: (a) A questionnaire was sent to a 10 per cent random sampling of ASCA members, totaling 242 usable returns. High school counselors were asked to describe their

(Continued on page 107)

Predicting Success in College*

DAVID R. COOK

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The important problem of predicting success in college has led to a vast number of studies in this area over a period of years. Most of these studies have emphasized correlations of tests or high school grades with grades in college. A wide variety of studies have been concerned with characteristics and performance of different groups or samples of students in college. The purpose of the study summarized below was to contribute information with as much scope and precision as possible by working with a large sample over a period of time. New techniques and somewhat different treatment of the data were also intended to add something new to the already large accumulation of knowledge in this area.

An entire entering class of 2425 students at Indiana University served as the sample of a university population in this study of factors associated with success in college over a four year period. The data which were collected for each subject included high school grades by major course areas, college grades by major curricula and by semester for as long as the student was in Indiana University, rank in high school graduating class, and orientation test scores on the ACE and Cooperative reading and English tests.

These data were analyzed in a variety of ways (always for boys and girls separately) to provide information for four basic sub-studies as follows: 1) the high school background and test performance of the group at time of entrance; 2) the pattern of attrition from the University over the four year period; 3) the development of a multi-variable profile for predicting success over a four period; and 4) the differential prediction of course grades as a function of having taken certain courses in high school. Each of these sub-studies is summarized briefly below.

High School Background

Indiana University, at the time the class in this study was admitted, pursued a policy of non-selective admission for in-state students. Any graduate of an Indiana public high school was entitled to admission. Even with this policy, however, this class was a select group. The average rank in high school class for the boys was 57th out of 100 and for girls, 74th out of 100. Over half the girls were from the top 20% of their class, while only

* A summary of a paper presented as part of the program of the American School Counselor Association at the American Personnel and Guidance Association Convention, Philadelphia, Pennsylvania, April, 1960.

a quarter of the boys ranked this high. Conversely, about 12% of the boys admitted were from the bottom 20% of their high school class, and only 2½% of the girls were from the bottom quintile.

Whenever boys and girls were compared on the basis of high school performance, the girls maintained a definite advantage over the boys. Other studies have shown that girls tend to overachieve more often than boys and this study provided consistent support for this fact. When test scores on the ACE were the basis of comparison, however, there was no difference between boys and girls; both groups were at the national average. Both boys and girls, however, were below the national norm on the reading and English tests, although the girls' performance (41st percentile on reading, 44th percentile on English) was much better than the boys' performance (38th percentile on reading, 29th percentile on English) on these tests.

The percentage of students taking various courses in high school clearly revealed the oft-mentioned neglect of language and physical science. More than 20% of all students in this entering class had taken no language at all and nearly 40% had taken less than two years of a language. About half of all the girls and 30% of the boys had taken no physical science (physics or chemistry). The picture in mathematics was much better. Over half the boys and 23% of the girls had taken three or more years of mathematics.

For most courses in high school the average grades of the total group were between C plus and B, with girls earning consistently higher average grades than boys, particularly in English.

Attrition Pattern

A recent survey by the U. S. Office of Education (1958) indicated that about 40% of entering students in four years institutions graduated from the institution where they first registered. About the same percentage dropped out with no record of transfer, and another 12% transferred to another institution. The attrition figures in this study approximated these national averages.

About 36% of the entering students in this study graduated at the end of the four year period. About 54% of the entering class dropped out before graduation. No data were available on how many of those who dropped out transferred to other institutions. Another 6% of this entering class dropped out and reentered the University during the four year period of the study.

A distinction was made between students who dropped for academic reasons (below passing average at time of dropout) and those who dropped for non-academic reasons (passing average at time of dropout). Thirty per cent of those who dropped out were academic dropouts. Many of the

so-called non-academic dropouts, however, were borderline students and these may have dropped as a result of academic difficulty.

Many more girls than boys dropped out for non-academic reasons, and these dropouts were just as likely to come from the high ability girls as from the low ability girls. However, a much smaller percentage of high ability girls dropped out for academic failure than high ability boys. At the low ability end of the scale, however, boys were more persistent than girls. About two out of three boys from the bottom 20% of their high school class became academic dropouts compared with nine out of 10 failures for girls from this same quintile.

Profile Prediction

Eight variables were selected for combining into profiles that could then be used to study grade averages and persistence to graduation. The variables selected were the total scores on the ACE, reading, and English tests, rank in high school class, and grades in high school English, mathematics, diology, and social studies. The test scores and class rank were assigned values of one to five based on quintile rankings. Grades were assigned one to five values as follows: 3.00(A)-2.50 = 1; 2.49-2.00 = 2; 1.99-1.50 = 3; 1.49-1.00 = 4; .99 and below = 5.

There were 1865 students in the profile sample and they produced 1550 different profile patterns. These patterns were combined into larger groups based on the general categories of test performance (ability) and high school grades (performance). Nine profile categories were established from all possible combinations of high, average, and low ability and high, average, and low performance. The range of categories was from high ability-high performance to low ability-low performance. These profile groups, divided by sex, were then analyzed for college performance and attrition.

It was found that categorizing students into profile groups based on several variables of ability and performance was an improvement over the predictive validity of any one of the variables by itself. The suppressing effect of one variable on the other could be seen quite readily in grade performance and persistence to graduation.

A clear sex difference was again revealed in the profile analysis. Girls performed more consistently when dropout rates were the criterion in the high-high and low-low groups. Boys were somewhat less predictable, particularly in the low-low group. The fact that nearly one in five of the low ability-low performance boys graduated as against one in 20 of the girls in this group, was evidence of greater persistence on the part of the boys in this sample.

It was possible to observe, with the profile method, varying levels of performance and ability considered together as they influenced grade

averages. These observations tended to support evidence from other parts of this study that performance is a less predictable criterion for boys than it is for girls.

If ability and performance considered separately were equally good predictors of success or failure, the same percentage of academic dropouts for each corresponding level of ability and performance would be expected. This was generally true for the boys. For the girls, however, performance seemed to be a better barometer of success than ability. High performance favored a slightly lower incidence of failure than high ability. Low performance was a better guarantee of academic failure than low ability. And a girl with average ability seemed to stand a better chance of avoiding failure than a girl with average performance.

Differential Prediction

This part of the study was aimed at the question of what relationship exists between the taking of certain courses or pattern of courses in high school and grades earned in various college curricula. The question was approached for a pattern of courses labeled college preparation and non-college preparation; for a pattern of more than two years of a language against less than two years of a language; for three or more years of mathematics against two years or less; for two years or more of physical science (physics and chemistry) against no physical science courses; and for above average grades in English against average or below average grades in English. (Note that the last mentioned comparison involved a comparison of quality, while the others were comparisons of quantity.)

For each of these above mentioned dichotomies, groups were subdivided into categories according to their total score on the ACE in order to hold the effect of ability constant. With this control, differences were more likely to be a result of differences in course preparation rather than in ability. The data would be meaningless without such a control. The significance of differences in the mean grades for six liberal arts areas was tested by means of the *t* test. The findings may be summarized briefly as follows:

1. It did not make a great deal of difference whether a student took a college preparatory course (with more math, language, and science) or a non-college preparatory course so far as the grades earned in college were concerned. However, the few differences that did occur were greater in number for boys than for girls, mainly in the liberal arts areas of social science, biological science, and English. The differences favored the college prep boys.

2. Advanced study of languages in high school had no relationship to grades earned in foreign languages in college. Advanced language study in

high school did show some relationship to grades in social science and English for boys of high ability, and for low ability girls in the same subjects.

3. Advanced study of mathematics was related to higher grades in the social sciences, and to some extent in other areas, for high ability boys and average ability girls. Such advanced study in math was not related to any consistent differences in combined grades earned in college math-physical science courses.

4. The study of physical sciences in high school showed little relationship to college grades earned by girls. Some differences occurred for the average and low average boys, with the most consistent differences in the social sciences and favoring the boys who studied physical science. But high school study of physical science had little or no relationship to grades earned in college math-physical science courses.

5. When students with above average grades in high school English were compared with those making average or below average grades in English, many significant differences were found in college course grades, all favoring the better English students. These differences occurred at all levels of ability for both boys and girls with the one exception that no differences were significant for the low ability boys.

Discussion and Implications

Several important implications for the field of counseling arise from these data. Foremost is the clarity with which sex differences were revealed and the effect of these differences on college performance. The findings suggest the necessity for a "double" standard of college advising with boys and girls. Cultural differences between the sexes, of course, make college somewhat more important and crucial for a boy and probably account in part for the greater persistence of some low ability boys. A counselor should expect a greater margin of error in predictions of success for the average and below average boy, based on high school performance. If such boys test average or above for college freshman, their grades in high school may not be fully indicative of their ability to do college work, especially if they took more of the so-called "tough" courses.

Girls are in a somewhat different position. A counselor can feel reasonably sure that the "top" girls in school, according to their grades, will be able to do good college work. The girls with below average grades, however, should probably be discouraged more firmly from attempting a four year curriculum. Chances of success for these low achieving girls appear very small. Since girls as a group tend to "overachieve" the girls with average and below average grades will likely find herself "over her head" in college competition.

Besides the importance of recognizing sex differences in achievement, the other major implication of this research stems from the findings on differential prediction. Success in college, measured in terms of grades earned, does not apparently depend to any great extent on what courses the student took in high school. This is an important fact to recognize for it means that counselors can advise students regarding their high school preparation more in terms of the kind of courses that will best meet their educational goals and less in terms of what the student "needs" to be successful in college.

But even here the sex difference was apparent, for there appeared to be some relationship between high school courses taken and college grades for boys, particularly high ability boys. This suggests that guidance for course selection in high school may be more crucial for the prospective college boy than for the prospective college girl.

In the long run, the evidence from this study indicates that college success depends far more on *how* the student performs in school rather than what subjects he takes. It would seem, then, that the "best" program for any student contemplating college is simply to do his best work in whatever course he takes.

REFERENCE

1. U. S. Office of Education, *Retention and Withdrawal of College Students*, Bulletin 1958, No. 1, U. S. Government Printing Office, Washington 25, D. C.

Counselors, Counseling and College Admissions*

EDWARD O. HASCALL

Counseling Psychologist, The City College of New York, New York, New York

"The business of college admission is getting dangerously close to being a travesty on education. The operation of what one admission officer has called the college sweepstakes reminds me of nothing so much as a football team. In this simile, the guidance officer is the coach, the candidates are the players, the parents take the place of the alumni football committee breathing down the coach's neck, the unsuspected genius who wins the school's National Merit is the equivalent of the substitute who recovers a fumble for the winning touchdown, the school as always is the cheering section, and the graduation exercises at which all scholarship grants, multiplied by four and totaled, and announced, is the equivalent of the annual football dinner. All the familiar problems of material, of coaching, of

* Presented at the annual Convention of the American Personnel and Guidance Association, Philadelphia, Pennsylvania, April, 1960.

strategy and tactics, are to be found in college admission, including the ever-present possibility that someone will be fired if the season turns out poorly."

Thus spake Frank Bowles, president of the College Entrance Examination Board. Some of you will feel that he has exaggerated. Some of you will say that this is not descriptive of your situation; not yet, at least. I hope there are many of you who can say this. There are some, I fear, who will say that Dr. Bowles hits uncomfortably close to home.

I am concerned about the affect of the "college admissions push," as it has been called, on counselors and on counseling. I am concerned because it seems to me that as tensions mount counselors sometimes lose sight of their professional training and become fuzzy about their professional role and responsibilities. I have heard, and I presume you have too, the statement that "the counselor's job is to get students into college." I know some college admissions directors who feel this way, and lots of parents; I hope there are no counselors. It is not uncommon to hear guidance services in a school praised on the basis of the number of students admitted to college from that school.

Douglas Dillenbeck, past president of the American School Counselor Association, has commented on the fact that recent events have caused the American public to look to counselors for the answers to many of the nation's problems; the problem of college admissions is not the least of these. He observes that "to the extent that they (these expectations) represent real recognition of the nature of counseling and its potential contribution to the mission of elementary and secondary education, we are gratified and encouraged. It is clear, however, . . . that some of these expectations are based on distorted or vague impressions of what counseling is and what it seeks to accomplish. It is on this point that school counselors must be concerned, must recognize their own responsibility, and must engage unitedly in the discharge of that responsibility. We must define and interpret counseling, or inevitably it will be defined and interpreted for us by others outside the profession."

Let us take a moment to locate counseling in the total framework of guidance services. These services have been variously identified and labeled; I still find it convenient to think in terms of (1) the individual pupil inventory (e.g. the individual's cumulative record), (2) educational and occupational information, (3) counseling, (4) placement, and (5) follow-up. When we talk about college admissions, we are dealing essentially with posthigh school educational placement of students. In order to make this service effective, other services must be brought into play. I see counseling as the focus of guidance services supported by knowledge of the individual and knowledge of educational and vocational opportunities. In other words, counseling, in this frame of reference, becomes a process

whereby the individual, in the light of facts at his disposal, is helped by a professionally trained counselor to develop a realistic picture of himself and his opportunities, to chart plans and objectives which are appropriate for him, and to make appropriate moves to put these plans into action. Counseling is the focal point of guidance services, the primary function of the counselor, and the most important service rendered in helping students plan for college. Perhaps most of us accept this concept in principle, but I fear sometimes we lose our sense of priority.

Perhaps one of our greatest problems a counselor has is assigning priorities to the many services he must provide. As the college admissions situation becomes more critical, especially in schools where a large number of students continue their education beyond high school, there is evidence that a large amount of the counselor's time may be spent in providing educational information services. This may involve considerable clerical work—records, charts, lists, tables, etc.—meetings with parents and students in groups, visits with college admissions personnel either on the college campus or at the high school, etc. Many of these services are worthwhile; I suspect some of the practices we indulge in need to be reexamined to see if they are really worth the time they consume. Informational services are valuable to the extent that they support and make more meaningful the counseling process; they cannot and should not take the place of counseling.

It is quite possible that the whole problem of providing adequate informational services has grown to such proportions in certain schools that specialists should be hired to concentrate on this area of guidance service—a college coordinator, if you will, or college consultant, whose responsibility it would be to provide informational services and act as the coordinating link between the school and higher educational institutions. From the experience I have had, it seems to me that this person should *not* be the student's counselor, even in the senior year; but a consultant, possibly, especially for counselors who need the kind of information that such a person could provide. This person could visit colleges a few weeks out of the year; attend teas and open houses; arrange for admissions personnel to talk with students in the high school; publish periodic bulletins of information to students, parents, and counselors; develop and maintain the reports and records which are such vital tools to counselors; and generally be the school expert on colleges. At the present time, counselors often spend their time doing just these things; this may leave little time for counseling.

Another problem which counselors face is that of protecting their counseling relationship with students. The pressures of college admissions

sometimes produce adverse effects on this relationship. I am thinking, for example, of the problem of the counselor "recommending" a student for college. Many students and parents feel that the counselor's recommendation is the most important consideration in the college's decision to accept or reject a candidate, and some college admissions personnel do little to dispel this concept. Think of what this means in terms of the relationship of counselor to counselee. This is one way, it seems to me, that we encourage others to misunderstand the function of the counselor. I believe that it is the school's responsibility to describe, as completely and honestly as possible, the individual student to the college or colleges of his choice. I do not believe it should be the school's responsibility to recommend or not recommend a student for admission to a particular college. It seems to me that it is the responsibility of the college to make this kind of evaluation on the basis of the information supplied about the individual and about the school. I have known schools that have maintained this policy and have stated it frankly to all colleges with whom they have contact. There has been no evidence that I know of that this policy has worked to the disadvantage of the students. If, however, the school does choose to take on this responsibility, let it not be the student's counselor who makes the decision. If the school is fortunate to have a college coordinator, perhaps this could be one of his responsibilities. His decisions would be based on the information provided about the individual and what he knows about the college concerned.

For the counselor to be effective in counseling about college, he must know as much as possible about the individual he is counseling and he must be informed about educational opportunities. Armed with these two large bodies of information, his function is, of course, to explore with the student the ways in which he, as a unique individual, can best develop his potentialities for productivity, social contribution, and personal satisfaction. It is important that this process be experienced by the student as well as the counselor, and that the student participate actively in the choices and decisions which are made. In fact, not only should he participate actively in the decisions which are to affect his life, but he and his parents should bear the responsibility for the decisions and the choices. The counselor's role is to point out what the choices are and the consequences to be expected from choosing one alternative or another. The counselor can do much to encourage wise choices by helping the student to gain a realistic picture of himself and to help him clarify his objectives; but the counselor, working within the limits of school policy, should leave the decisions to the student and his parents. This will be difficult in some cases, because the counselor

will be reluctant to see a student make what he feels is an unwise choice. It is doubly difficult when the student or parent urges the counselor to make the decisions. But this process of helping the individual student assume responsibility for self-determination is one of the most important contributions the counselor can make in the total educational process. A counselor can do much to make college planning a constructive, learning experience for students and parents.

REFERENCES

- BOWLES, FRANK H. "The Nature of Guidance," *The Personnel and Guidance Journal*, XXXVIII (October, 1959), 112-119.
DILLENBECK, DOUGLAS D. "Our President Writes," *The School Counselor*, VI (October, 1958), 1-2.

(Editorial continued from page 72)

When we attempt to interpret counseling, we find ourselves talking about a profession which is dedicated to putting into practice the ideals of human freedom, the dignity of the individual, and total mental health. This profession is so inextricably bound up with the democratic political philosophy that the two must be understood and interpreted simultaneously. This becomes especially apparent when we try to interpret counseling philosophy and practice to people in other parts of the world, especially those parts which have not experienced a democratic tradition.

Our concepts about counseling have derived from a search for truth concerning the nature of man, the uniqueness of individuals, and the dynamics of interpersonal relations. This search has led us to study and learn from many disciplines and professions: psychology, education, anthropology, sociology, social work, biology, religion, psychotherapy and psychoanalysis, medicine, economics, and many others too numerous to mention. We have attempted to synthesize ideas into a body of theory which will allow us to bring these ideas to bear upon human problem situations.

We are still suffering today from many social ills in this country and throughout the world—juvenile delinquency, mental illness, prejudice and discrimination, the threat of atomic annihilation, and social injustices of many types. By pooling all of the best ideas coming from the people working in the behavioral sciences and by applying them with patience and determination, we may be able to help people work out more effective ways of living. The counseling profession may be in a rather unique position to provide world leadership in this direction.

EDWARD O. HASCALL,
Member, Editorial Board

ASCA Program Schedule

APGA Convention—Denver, Colorado

March 27-30, 1961

Program Chairman—J. CARTER PARKES

Austin College, Sherman, Texas

Time	Title
M-8:00 A.	<p>Program Committee Meeting</p> <p>Mr. Claude Cunningham, Presiding Counselor, Homewood-Flossmoor High School, Flossmoor, Ill.</p>
M-7:30 A.	<p>Board Meeting</p> <p>Mr. Carl Peets, Presiding Counselor, Walnut Hills High School, Cincinnati, Ohio</p>
M-12:00	<p>ASCA Luncheon</p> <p>Dr. Elizabeth Drews, Speaker Associate Professor of Education, Michigan State University, East Lansing, Michigan</p> <p>Mr. Carl Peets, Presiding</p>
M-3:00 P.	<p>The School Counselor and His Relationship to the Juvenile Court Problem</p> <p>Mr. Carl Slatt, Chairman (Director of Guidance and Coun- seling, Sheridan Union High School, Englewood, Colo.)</p> <p>Discussants</p> <p>Judge Philip Gilliam (Judge, Denver Juvenile Court, Denver, Colo.)</p> <p>Dr. Chester D. Poremba (Chief Psychologist, Denver Juvenile Court, Denver, Colo.)</p> <p>Recorder</p> <p>Miss Edna Magnusson (Counselor, Southwest High School, Minneapolis, Minn.)</p>
M-3:00 P.	<p>Visiting Teacher Services and Its Role in the Guidance Program</p> <p>Miss Helen F. Sharp, Chairman (Counselor, Forest Park High School, Baltimore, Md.)</p> <p>Discussants</p> <p>Miss Sarah Leiter (Supervisor of Pupil Services, Maryland State Department of Education, Baltimore, Md.)</p> <p>Miss Mildred Sikkema (Secretary of the Nation Association of Social Workers, New York, N. Y.)</p> <p>Miss Ila Fern Warren (Visiting Teacher Consultant, Division of Mental Health, Austin, Texas)</p>

Time	Title
	Recorder Miss Eleanor D. Hawk—Guidance Director, New Brunswick Sr. High School, New Brunswick, N. J.
M-4:30 P.	Counseling for Minority Groups in Secondary Schools Mr. Leland H. McCormick, Chairman (Head Counselor, Marina Jr. High School, San Francisco, Calif.)
	Discussant Dr. Edward Hascal (Counseling Psychologist, Division of Testing and Counseling, The City College, New York, N. Y.)
	Recorder Mrs. Elma Hurt (Dean of Girls, So. Jr. High School, Colorado Springs, Colo.)
M-4:30 P.	The Values of High School Students Mr. Daniel Langston, Chairman (Director of Child Welfare Services, Long Beach Unified School District, Board of Education Annex, Long Beach, Calif.)
	Discussant Mr. David Mallery (Educational Records Bureau, Phila- delphia, Penn.)
	Recorder Mrs. Elsie Bundy (Counselor, Tyler Public Schools, Tyler, Texas) Unconfirmed
M-9:30 P.	(ASCA Membership Chairmen) Dr. Ken Parker, Presiding
Tu-7:30 A.	ASCA Committee on Counselor Preparation and Stand- ards Mr. Geo. O. McClary, Presiding (Director of Guidance and Psychological Services, Richmond Public Schools, Rich- mond, Va.)
Tu-9:40 A.	Orientation of Elementary School Students to the Junior High School Miss Christine Govoni, Chairman (Counselor, Catonsville Jr. High School, Baltimore, Md.)
	Discussants Mr. Jim Brinkopf (Principal, Cherry Creek Jr. High School, Englewood, Colo.) Mr. Jack Reeves (Counselor, Cherry Creek Jr. High School, Englewood, Colo.) Mrs. Winifred A. Decker (Counselor, Cherry Creek Jr. High School, Englewood, Colo.)
	Recorder Mr. Donald F. Hewson (Guidance Director, Highlands Jr. High School, White Plains, N. Y.)

Time	Title
Tu-10:55 A.	<p>Guidance Leadership as a Means of School Upgrading Mr. Loren Benson, Chairman (Counselor, Hopkins Sr. High School, Hopkins, Minn.)</p> <p>Discussants</p> <p>Mr. Ronald A. Ruble (Assistant Director, Lincoln Guidance Research Project, Albuquerque Public Schools, Albuquerque, N. M.)</p> <p>Dr. David Segel (Director, Lincoln Guidance Research Project, Albuquerque Public Schools, Albuquerque, N. M.)</p> <p>Mr. John Baca (Counselor, Guidance Services Department, Albuquerque Public Schools, Albuquerque, N. M.)</p> <p>Mr. Carl Walker (Counselor, Guidance Services Department, Albuquerque Public Schools, Albuquerque, N. M.)</p> <p>Recorder</p> <p>Mr. Mark E. McCartan (Counselor, Edina-Morningside High School, Edina, Minn.)</p>
Tu-10:55 A.	<p>The Development, Organization, and Administration of a Guidance Program in a New High School Mr. Geo. O. McClary, Chairman</p> <p>Presenter</p> <p>Mr. Frank S. D'Aquila (Guidance Director, Edison Township Board of Education, Edison, N. J.)</p> <p>Panelists</p> <p>Dr. Jack V. Orion (Director of Guidance Services, Bridge-water Township Board of Education, North Plainfield, N. J.)</p> <p>Dr. Wm. H. Atkins (Chairman of the Dept. of Personnel and Guidance, Graduate School, Yeshiva University, N. Y., N. Y.)</p> <p>Mrs. Jane H. McCafferty (Placement Counselor, Hagerstown, Md.)</p> <p>Recorder</p> <p>Mr. Robert Withey (Guidance Consultant, New Jersey State Board of Education, Matuchen, N. J.)</p>
W-9:00 A.	<p>ASCA Business Meeting Mr. Carl O. Peets, Presiding</p>
Tu-3:00 P.	<p>The School Counselor and His Relationship to the State Employment Commission in the Use of the GATB Dr. Gunnar Wahlquist, Chairman (Ass't. Supt, in Charge of Instruction, El Monte Union High School District, El Monte, Calif.)</p> <p>Presenter</p> <p>Mr. Al Stark (Employment Officer, Colorado State Employment Service, Denver, Colo.)</p>

Time	Title
	Panelists
	Mr. Eugene Maffeo (Evaluator, Manual High School, Denver Public Schools, Denver, Colo.)
	Mrs. Ruth Hahn (Director of Testing and Test Research, Colorado Dept. of Employment, Denver, Colo.)
	Mr. Carl Slatt (Director of Guidance and Counseling, Sheridan Union High School, Englewood, Colo.)
	Recorder
	Mr. Arthur Thomas (Counselor, Alexander Ramsey High School, Roseville, Minn.)
Tu-3:00 & 4:30 P.	Relationship of Educational Objectives, Psychological Relationship, and Guidance Services in the Elementary School
	Mrs. Rosalie Waltz, Chairman (Director of Guidance Services, Santa Monica Unified School District, Santa Monica, Calif.)
	Discussants
	Dr. J. W. Yates (Ass't. Professor of Education, University of Kansas, Lawrence, Kan.)
	Dr. Robert A. Apostol (Counselor and Ass't. Professor of Education, The University of Kansas, Lawrence, Kans.)
	Recorder
	Mr. Bernard Shulman, Guidance Director, North Shore High School, Glen Head, New York
Tu-4:30 P.	The Role of the Secondary School Teacher in Guidance for the Space Age
	Miss Emma Williams, Chairman (Guidance Supervisor, Baltimore County Board of Education, Towson, Md.)
	Discussants
	Dr. Virginia Love (Associate Dean of Students, Austin College, Sherman, Texas)
	Dr. Elizabeth Berry (Counselor and Director of Teacher Education, Jr. College of Kansas City, Kansas City, Mo.)
	Recorder
	Miss Ann M. Fesenmaier (Guidance Counselor, N. St. Paul Sr. High School, North St. Paul, Minnesota)
W-10:30 A.	The Coordination of Pupil Personnel Services Within a School System
	Mr. Jim Winfrey, Chairman (Instructor & Supervising Counselor, Laboratory Schools, NDEA Guidance Institute, University of Minnesota, Minneapolis, Minn.)

Time	Title
	<p>Presenter</p> <p>Dr. Willis Dugan (Professor of Education, University of Minnesota, Minneapolis, Minn.)</p> <p>Panelists to be selected by Dr. Dugan</p> <p>Recorder</p> <p>Dr. Geo. A. Favareau (Director of Guidance, Fox Lane High School, Bedford, N. Y.)</p>
W-10:30 A.	<p>Evaluation of NEDA Counseling and Guidance Institutes in Regard to the Future Direction of Training Public School Counselors</p> <p>Dr. Robert Swan, Chairman (Coordinator of Counseling, Alexander Ramsey High School, Roseville, Minn.)</p> <p>Presenters</p> <p>Dr. Gordon Klopf (Associate Profes., Teachers College, Columbia University, New York, N. Y.)</p> <p>Mrs. Nancy K. Cohen (Graduate Student, Teachers College, Columbia University)</p> <p>Panelists</p> <p>Dr. Chas. Morris (Associate Prof. of Ed., Teachers College, Columbia University)</p> <p>Dr. Jean P. Jordaan (Associate Prof. of Ed., Teachers College, Columbia University)</p> <p>Recorder</p> <p>Mr. Donald A. Benschoter (Director of Pupil Personnel Services, Alexandria Public Schools, Alexandria, Minn.)</p>
W-1:30 P.	<p>Methods & Techniques in Interpreting Test Data to Parents and Students in the Jr. High School</p> <p>Mr. Roland Larson, Chairman (Director of Student Personnel Services, St. Louis Park Public Schools, St. Louis Park, Minn.)</p> <p>Discussants</p> <p>Miss Bernice Bouldin (Counselor, Hamlin Jr. High School, Corpus Christi, Tex.)</p> <p>Mr. Bill Murphy (Guidance Counselor, Catonsville Jr. High School, Baltimore, Md.)</p> <p>Mrs. Myrtle Collins (Dean of Girls, District 11, West Jr. High School, Colorado Springs, Colo.)</p> <p>Recorder</p> <p>Miss Pearl Schenk, Counselor, Capitol View Jr. High School, St. Paul, Minn.</p>

Time	Title
W-1:30-4:20 P.	<p>Research in the Field of Counseling in Elementary and Secondary Education</p> <p>Dr. Edward Landy, Chairman (Ass't. Supt. of Pupil Personnel Services and Special Education, Newton Public Schools, West Newton, Mass.)</p> <p>Presenter</p> <p>Mr. C. K. Knox (Counselor, Henry High School, Minneapolis Public Schools, Minneapolis, Minn.)</p> <p>Panelists</p> <p>Dr. Donald H. Blocher (Ass't Prof. of Ed. Psy., University of Minnesota, Minneapolis, Minn.)</p> <p>Dr. J. David O'Dea (Staff Associate, Science Research Associates, Tallahassee, Fla.)</p> <p>Dr. C. Gratton, Kemp (Instructor, Communication Skills, Michigan State University, East Lansing, Mich.)</p> <p>Recorder</p> <p>Miss E. Eleanor Scott (Guidance Counselor, Somerville High School, Somerville, N. J.)</p>
W-3:00 P.	<p>The School Administrator—The Catalyst for Guidance</p> <p>Dr. Franklin R. Zeran, Chairman (Dean, School of Education, Oregon State College, Corvallis, Oregon)</p> <p>Discussants</p> <p>Dr. Raymond N. Hatch (Ass't. Dean for Off-Campus Affairs, Michigan State University, East Lansing, Mich.)</p> <p>Dr. Harry Smullenburg (Director of Division of Research & Guidance, Los Angeles County Supt. of Schools Office, Los Angeles, Calif.)</p> <p>Dr. Kenneth B. Oberholtzer (Supt., Denver Public Schools, Denver, Colo.)</p> <p>Recorder</p> <p>Mrs. Shirley Newman (Ass't. Principal for Guidance, Palmetto Sr. High School, Dade County Public Schools, Miami, Fla.)</p>
W-4:30 P.	ASCA Social Hour
T-9:00 A.	<p>The Role and the Future of Therapeutic Counseling Within a Public School</p> <p>Miss Anna David, Chairman (Coordinator of Guidance & Counseling, Pasadena City Schools, Pasadena, Calif.)</p> <p>Discussants</p> <p>Dr. Wm. Jamison (Associate Coordinator of Guidance Services, Albuquerque Public Schools, Albuquerque, N. M.)</p>

Time	Title
	Dr. Stanley W. Caplan (Coordinator of Guidance Services, Albuquerque Public Schools, Albuquerque, N. M.) Dr. Gilbert D. Moore (Ass't. Prof. of Ed., University of Buffalo, Buffalo, N. Y.) Recorder Mrs. Emily Leedy (Teaching Fellow, College of Education, Ohio University, Athens, Ohio)
T-9:00 A.	The Scope of Elementary School Guidance Mrs. Mauryne Dailey, Chairman (Director of Guidance, Houston Independent School District Houston, Texas) Discussants Dr. Anna Meeks (Supervisor of Guidance, Board of Education, Baltimore County, Towson, Md.) Recorder Mrs. Ruby Morris (Ass't. to Director of Guidance and Re- search, Dallas Independent School District, Dallas, Tex.)
T-10:30 A.	ASCA Board Meeting Mr. Bill Murphy, Presiding (Counselor, Catonsville Jr. High School, Baltimore, Md.)
T-10:30 A.	New Frontiers in Counseling with Exceptional Children Mis Evelyn Milam, Chairman (Counselor, Pampa High School, Pampa, Tex.) Discussants Dr. Robert W. Collett (Medical Director & Pediatrician, Lardon Hall, Denver, Colo.) Recorder Miss Margaret Varney (Counselor, Mounds View High School, St. Paul, Minn.)

HINTS FOR COUNSELORS

Tools and Techniques Counselors Find Successful

A Program for Improving Parent-Counselor Relations

It has been said that "everyone talks about the weather, but nobody does anything about it." The guidance staff of the Island Trees High School felt this way about parent-counselor relations and decided to do something about it. Once each year, the Guidance Department is called upon to present a program to the Parent Teachers Association. It usually consists of an effort to inform the parents about some phase of the guidance program through panel, lecture, question periods or similar methods. We were not convinced that these methods were too effective because of the small number of parents who became involved. Recalling the principles of group work, we felt that some effort should be made to actively involve each parent in the program. This was to be accomplished by means of a case study approach.

Prior to the meeting, the guidance staff developed six short paragraphs describing situations in which counselor, parent and/or pupil relations were being strained. Actually, many of the situations had occurred in the past, others were composites of several interviews. The situations included parents of girls who felt college was useless for girls, parents and pupils whose aspirations were unrealistic, parents who presented a family conflict, and pupils who could not confide in their parents. A verbatim copy of one situation follows:

"Jimmy, a ninth grade pupil, and his parents meet with a counselor to discuss Jimmy's high school course of study. Jimmy's parents wish him to follow a completely academic program because they plan on his attending college. Jimmy wishes to study subjects that would lead to some type of mechanical work. This creates some strong feelings between Jimmy and his parents. Jimmy's past school record and measures of ability and aptitude lead the counselor to feel that Jimmy's preferences are more realistic. How should the counselor proceed in this situation?" When the descriptions were developed, we were not so much concerned about the objective facts in any one situation, as we were about the feelings which might be generated by the participants. If nothing else, we hoped that more understanding for different points of view could be developed on the part of the parents.

The mechanics of the meeting were quite simple and were devised so that each person might have an opportunity to express his opinion and hear the views of others. Small groups of five or six were formed. Each group discussed the problem presented for about five minutes and attempted to describe how it felt the counselor could be of most assistance.

After this brief discussion, each group, through a recorder, reported to the entire meeting. The counselors, also meeting as a group, presented their ideas. A brief general discussion followed the presentation of each of the group reports.

If the amount of interest and discussion could be used as a measure of effectiveness, it would be safe to say that this was a successful meeting. It was obvious that some of the remarks were merely verbalizations and not reflections of some true feelings. There was considerable disagreement. By capitalizing upon this, the moderator was able to point up the vital factor: feelings of the participants. Even after the meeting was ended, the parents were still discussing the situations. The meeting gave both parents and counselors an opportunity to better understand each other's point of view, not through broad generalities, but in terms of accepted procedure for specific school situations.

MURRAY WILKOW, *Guidance Counselor, Island Trees High School, Levittown, New York*

Introducing Students to Guidance

One of the many difficulties which arise when starting a guidance program is communicating the purpose of the program to the students.

Virtually nothing has been written about this problem. It is easy to get bogged down with such flowery educational phrases as "help the student realize his maximum potential," or "stimulate each child to work up to his capacity." It is preferable to sacrifice accuracy and completeness for warm simplicity.

The following bulletin was given to each student at Johnston Consolidated School.

TO THE STUDENTS:

A new service is now being offered to the students of Johnston, and this notice is being sent to make you aware of this service. The service is known as "Guidance and Counseling." It is a service designed to help you, the students, with any questions or problems that might arise during the year. It might be a problem dealing with your present classes, your educational plans, your future occupational plans, or it might be a personal problem.

Some people have mistaken ideas about counseling. Counselors do not tell you what to do. They listen to your problems and explore with you the possible solutions or courses of action. Usually there is more than one solution to a problem and only you can really decide the action to take.

The more you know about yourself and the better you understand yourself, the better decisions you are able to make. There are various ways a counselor can help you gain a better understanding of yourself. There are times when tests (aptitude, interest, achievement, and personality) give

valuable information to a person. These tests and the records of tests you have taken in the past at Johnston are available to you in the Guidance Office.

One thing which should be made clear from the start is that the counselor is not in charge of discipline.

Anything told a counselor will be held in complete confidence. You can be sure that what you say to a counselor will not be passed on without your permission.

I hope you will feel free to come to the Guidance Department whenever you need assistance. The time to come is when you want to. The Guidance Office is in Room 26 on the second floor.

Guidance Staff

This notice to the students conveyed at least two important messages: (1) It communicated to the students an idea of what guidance would mean to them and (2) It extended a warm invitation to use the guidance services. These are two messages which must reach the students in some way if a guidance program is to be successful. There are other ways these messages can and must be conveyed, but the formal written bulletin seems to be of major importance.

GARY L. OLIVER, *Director of Guidance, Johnston Consolidated School, Johnston, Iowa*

Forming a Guidance Council

The planning of an organized guidance program with systematic services is a cooperative enterprise. The following is a short guide developed by several Florida educators at a Broward County meeting. The summarized notes of the meeting are helpful suggestions.

I. Guidance Council

A *guidance council* is a group of similarly motivated individuals, administrators, faculty, parents, patrons and students within a specific school who meet together in free discussion with the express purpose of implementing their philosophy of guidance.

II. Philosophy

1. To instigate and maintain in-service training, to improve guidance skills and techniques of council members.
2. To use the knowledge of the group in solving problems of an individual or of a group.
3. To consider and suggest improvements to administration.
4. To create a good public relation program for the school.
5. To be available to all those concerned with the school.

6. To instigate and carry out research projects and to motivate the intelligent use of their results.
7. To create and maintain an atmosphere of affectional security.

III. Organization

The head of the guidance department should be the chairman of the council in schools where an organized guidance department exists. In schools which have no organized guidance department, interested teachers with the aid of the principal, have instigated such an organization. Council members should be invited to join the council and their acceptance should be on a strictly voluntary basis. Attendance at meetings should not be achieved by pressure. Meetings should be weekly, on school time if possible.

The secretary should be chosen from the group. Minutes should be kept of every meeting; copies should be sent to the administration and to everyone who has attended any meeting.

IV. Scope of Activities

A. Case histories

The application of cumulative information from all sources applied to the solution of a particular problem. This would follow referral. It would involve presentation of the problem, use of available records, discussion of child, choice of action and follow-up.

B. In-service training of members.

1. Provide ways and means for awareness of possibilities of guidance services.
2. Use films.
3. Use experts in field-cooperation of outside agencies.
4. Use testing program-demonstrations of certain tests with group participating. Give explanation of and uses of tests.

C. Curriculum building

Surveys of students, teachers, parents, for suggested or desired changes in or elimination of courses.

D. Administration aids

1. Assist with orientation
2. Suggest curriculum improvements

E. Orientation program

1. Assist with preliminary student plan
2. Assist with long range student plan
3. Assist with teacher and staff training.

F. Referral agencies

Getting acquainted with them, inviting them to meetings, interlocking efforts of community agencies.

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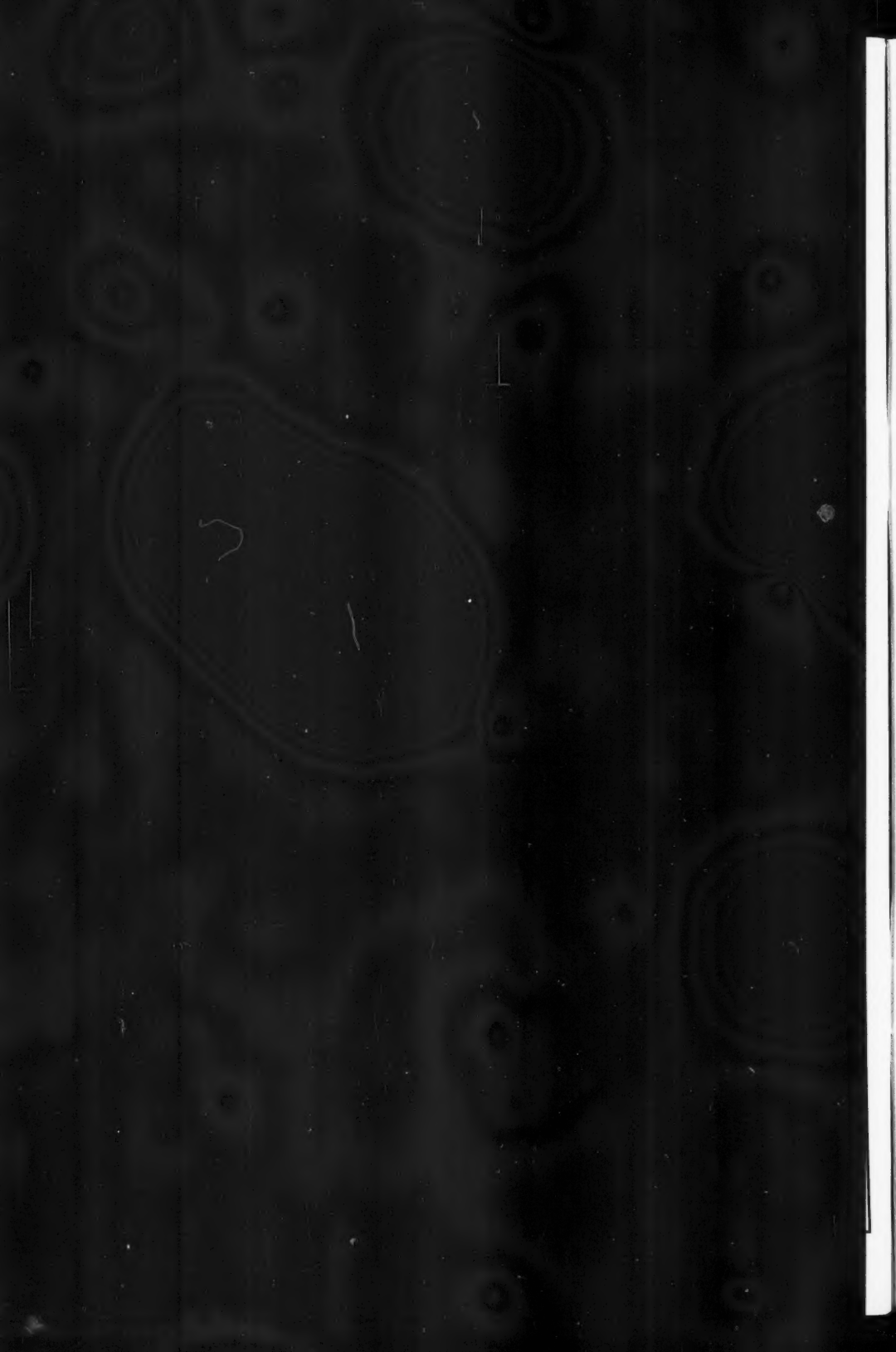
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